Tennessee Federal Programs Consolidated Planning & Needs Assessment Process

(Day 2)

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Agenda

- Welcome & Overview for Day 2

- Continue Discussion, Decision Making, Networking & Sharing

- Update on Consolidated Planning & TSIP

- Promoting & Managing Comprehensive Change & Continuous Improvement

- Team Insights & Reflections

- Problem-Solve Components as Needed

- Move to Components 4a, 4b, & 4c and to Action Planning Component 5

Points about TSIP
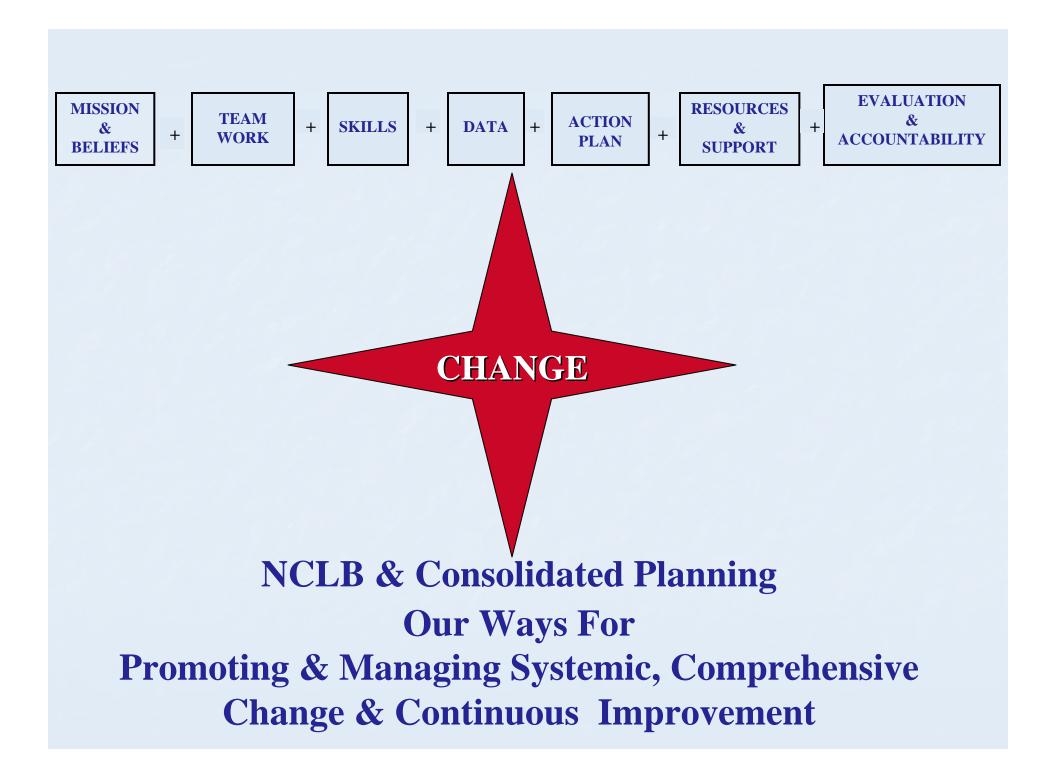## Letter from Commissioner Seivers

- The purpose of TSIPP has been to assist educators in using data to prioritize performance targets for each school--to be a "lesson plan" for schools and to be a tool for meeting individual student needs.

- The Department's goal is to enhance the existing TSIPP process to meet federal, regional, and state requirements in one process, one plan.

- Each school's plan serves as the accountability document for measuring adequate yearly progress (AYP)—by identifying areas of strengths and needs at the school level and designing strategies to increase student performance for all students.

- Due to the continuing partnership with SACS, schools may use the one planning process for both school approval and accreditation purposes.

- The TSIPP is also directly aligned with the Federal Programs' System-wide Consolidated Planning Process.

Title 2, Part D: Technology IS to be incorporated in the Consolidated Plan

Consolidated Planning Timelines

(Intro p.13)

- ★ **2003-04 Cycle >> Planning**

  - ★ **The Consolidated Plan posted & Funding Application submitted**

  - ★ **Spring, 2004**

  - ★ **Monitoring**

| MISSION & BELIEFS | + | TEAM WORK | + | SKILLS | + | DATA | + | ACTION PLAN | + | RESOURCES & SUPPORT | + | EVALUATION & ACCOUNTABILITY |

CHANGE

NCLB & Consolidated Planning
Our Ways For
Promoting & Managing Systemic, Comprehensive
Change & Continuous Improvement

CHANGE

- Occurs within Your Organizational Context

- Each Organization Has It's Own Unique Context—Climate & Culture

- Studies Show that Climate (School & System) Does Have Affect Student Achievement

- Climate also Impacts Each Key Attribute of the Change Process

Quotes about Professional Culture—

- **Increasingly research has shown that the professional culture of the organization is the single best predictor of success.**

- **If we truly want optimism in these times of high expectations, high-stakes testing, and the challenge of universal student success, we need to attend to the professional culture of the school.**

- **Researchers have concluded that to prevail with formidable challenges, the workplace needs to manifest the cultural attributes of a professional learning community.**

  R. Sagor's *Motivating Students and Teachers in an Era of Standards*, ASCD, 2003

- **"The most productive environments seem to be those where teachers regularly interact & engage in collegial conversation around meaningful & relevant issues."**

  Langer, G.M., Colton, A. B., & Goff, L. S., 2004

- **Even Stronger:**

  "the *most promising practice* for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community."

  M. Schmoker Quoting M. McLaughlin in Feb. 2004
  Kappan

MISSION & BELIEFS	+	TEAM WORK	+	SKILLS	+	DATA	+	ACTION PLAN	+	RESOURCES & SUPPORT	+	EVALUATION & ACCOUNTABILITY

RANDOM CHANGE & QUICK FIXES

- **Clearly Focused on Teaching & Learning is the Key**

- **Focus is Communicated & Acted On Every Single Day**

- **Communicated by Statements, Actions, & Expectations**

- **Developing Consensus Can Be a Positive Way to Connect Educators, Staff, & Families to the Improvement Work to be Accomplished**

MISSION & BELIEFS	+	TEAM WORK	+	SKILLS	+	DATA	+	ACTION PLAN	+	RESOURCES & SUPPORT	+	EVALUATION & ACCOUNTABILITY

FRAGMENTATION & ISOLATION

- **Teamwork Must Occur Within Goal-Oriented, Carefully Structured Learning Communities**

- **Productive Teamwork and Collaboration *Will* Improve Instruction & Learning for Students.**

- **Develops Belonging, Shared Responsibility, Ownership**

- **Constructing Our Solutions, Thinking Creatively**

- **Enhances Energy to Overcome Inertia and to Sustain Efforts**

- **Every District, School Can Establish Learning Communities**
    - **Affordable, Practical, & Professionally Dignifying**

MISSION & BELIEFS	+	TEAM WORK	+	SKILLS	+	DATA	+	ACTION PLAN	+	RESOURCES & SUPPORT	+	EVALUATION & ACCOUNTABILITY

ANXIETY

- **Increased Skill Results in Increased Capacity & Leadership**

- *The* **Most Powerful Professional Development & Learning Opportunities Occur** *When Teachers & Administrators Teach Each Other the Practice of Teaching*

- **Planning, Designing Instruction, Researching Practice, Evaluating Activities & Outcomes, Preparing Materials**

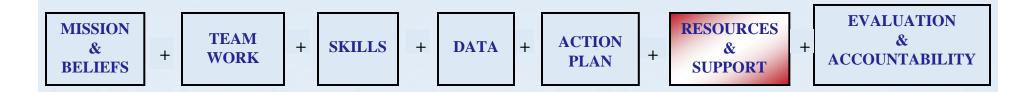- **Decision Making, Communicating, Problem Solving, & Experimenting**

| MISSION & BELIEFS | + | TEAM WORK | + | SKILLS | + | DATA | + | ACTION PLAN | + | RESOURCES & SUPPORT | + | EVALUATION & ACCOUNTABILITY |

INTUITION-BASED CHANGE

- **Broad Base of Data—Not Tunnel Vision**

- **Academic & Beyond--Social, Emotional, Physical, & Personal**

- **About Students, but also about Adults, Families, & Community Members**

- **Not Used as a Threat or To Point Fingers**

- **Not To Cause Stress, But to More Clearly Understand Our Strengths & Challenges**

- **To Make Corrections—To Stay Directed & Focused**

MISSION & BELIEFS	+	TEAM WORK	+	SKILLS	+	DATA	+	ACTION PLAN	+	RESOURCES & SUPPORT	+	EVALUATION & ACCOUNTABILITY

TREADMILL

- **Everyone Has Input & Shared Ownership**

  ". . . It Is Assumed That Every Individual Holds Some Piece of the Answer to the Puzzle—There is an Openness and Respect for All Views and Perspectives."

- **Actions Are Worth Our Time & Energy—Focused on Priorities**

- **Actions Are Realistic—Doable, Well Designed to Fit Our Situation, Not Overly Complex**

- **Actions Are Research-Based**
  - **Have Strong Support Or Are Promising Practices**

- **Plans Keep Us Moving Forward**

MISSION & BELIEFS	+	TEAM WORK	+	SKILLS	+	DATA	+	ACTION PLAN	+	RESOURCES & SUPPORT	+	EVALUATION & ACCOUNTABILITY

RESISTANCE & FRUSTRATION

- *Accountability* is a Given, Must have *Support*

- Individuals & Groups Must Feel Supported & Affirmed

- Must be Encouraged, Acknowledged, Publicized, & Celebrated

- Must Have a Climate of Trust
  "If these Cultures for Inquiry Are to Exist, They Have To Be Planned into the System as a Way of Doing Daily Business." (M. Fullan)

- Must Have Access to Adequate Materials, Time, Information, Equipment—For Every Improvement Action

MISSION & BELIEFS	+	TEAM WORK	+	SKILLS	+	DATA	+	ACTION PLAN	+	RESOURCES & SUPPORT	+	EVALUATION & ACCOUNTABILITY

WASTED EFFORT & COMMITMENT

- **Can Be Positive—Reinforcing Effort & Catalyst for Growth**

- **A Feedback Loop to Strengthen Commitment**

- **"Been There; Done That"--Didn't See Results or Progress & Was Abandoned**

    Even Harder to Rally Enthusiasm & Commitment

- **Information Needed for Mid-Course Corrections and Final Decisions**

NCLB is Our Decision Point & An Opportunity

Consolidated Planning Process— Done RIGHT

Can Strengthen the System's Positive Climate & Culture To Be One In Which Individuals Are Motivated To Achieve & To Continue Learning

TN Consolidated Planning & Needs Assessment

Designed to

CHANGE

- **Avoid Pitfalls of Traditional Strategic Planning**
    - **Too Many Actions—Beyond System's Capacity**
    - **Too Long Term—Must Have Short-Term Cycles**
    - **Too Elaborate, Too Prescriptive**
    - **Too Incoherent, Too Fragmented**

- **Promote & Manage Systemic, Comprehensive Change & Continuous Improvement**

★ ***Our Goal is to Accomplish Consolidated Planning in the RIGHT Way***

★***Our Assumption Remains --***

   ★ ***Every school system is at a different point in terms of its knowledge of & experience with system-wide planning***

   ★ ***Wherever You Are Is Fine***

   ★ ***Planning Progress Assessment***

Consolidated Planning & Needs Assessment Process--

- a set of steps, each essential to the integrity of a quality planning & needs assessment process.

- self-assessment questions to assist the planning team in moving through at an individualized & appropriate pace.

No Child
LEFT BEHIND

What Components Were Completed?
(According to our Model)

- **What Opportunities Were Realized?**

- **What Challenges Were Encountered?**

- **What Challenges Continue?**
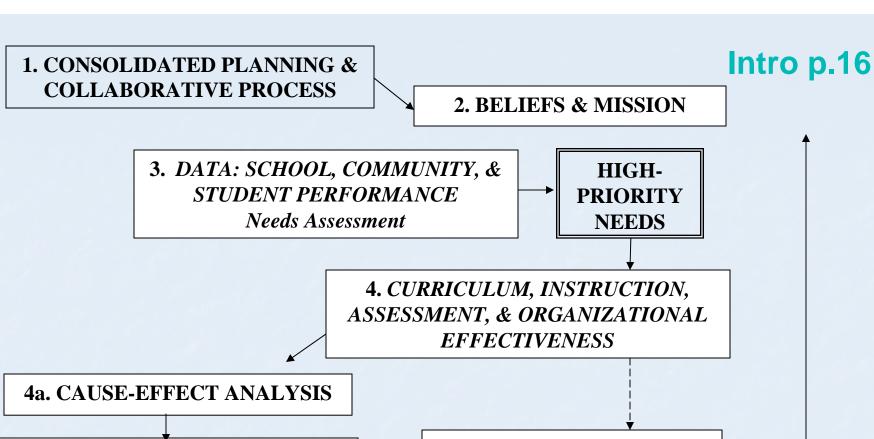
- **What Questions?**

- **Teamwork Assessment**

- **Points About Successful Planning**

No Child
LEFT BEHIND

Purpose of Planning Progress Assessment is to

- *Acknowledge Progress*

- *Problem-Solve*

- *Network*

- *Share*

1. CONSOLIDATED PLANNING & COLLABORATIVE PROCESS

2. BELIEFS & MISSION

3. *DATA: SCHOOL, COMMUNITY, & STUDENT PERFORMANCE* *Needs Assessment*

HIGH-PRIORITY NEEDS

4. *CURRICULUM, INSTRUCTION, ASSESSMENT, & ORGANIZATIONAL EFFECTIVENESS*

4a. CAUSE-EFFECT ANALYSIS

4b. IDENTIFICATION OF CURRENT, EFFECTIVE ACTIONS TO CONTINUE

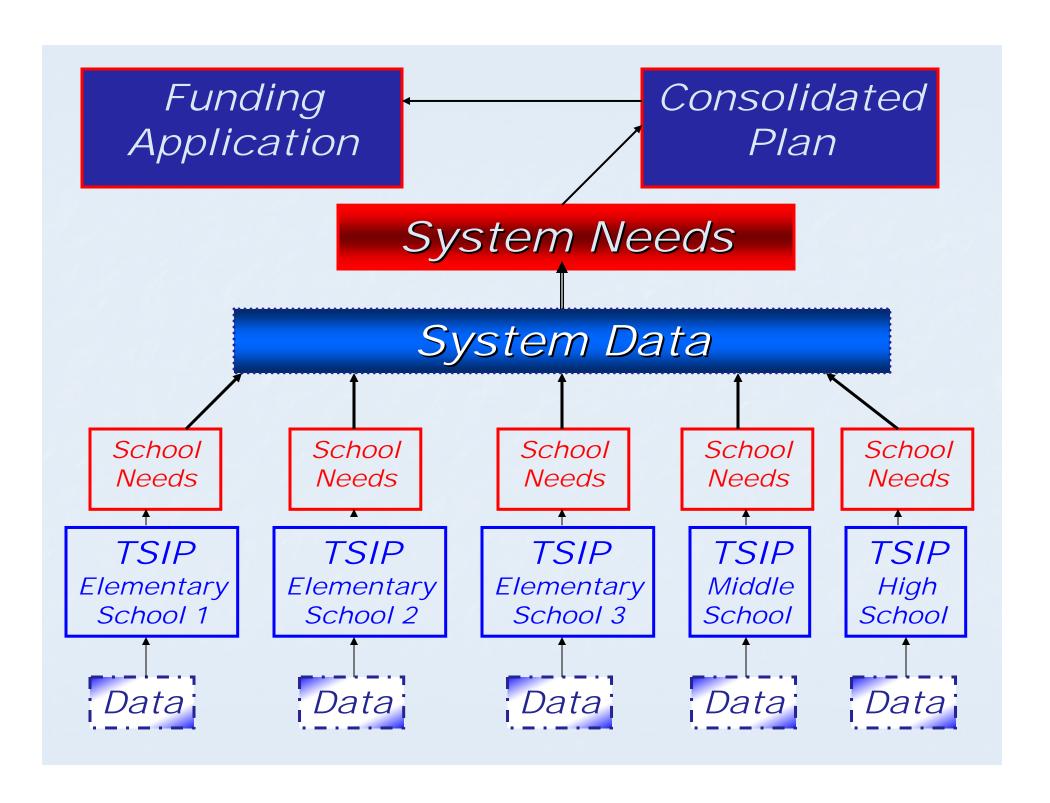4c. IDENTIFICATION OF POSSIBLE NEW ACTIONS TO INITIATE

5. DEVELOP ACTION PLANS

6. DEVELOP EVALUATION PLANS

8. ACT, EVALUATE, & ADJUST

7. FUNDING APPLICATION

3. DATA: NON-ACADEMIC & ACADEMIC-- CONDUCT THE NEEDS ASSESSMENT

*Planning is ALL about the DATA
Student Needs are the Focus*

- **Acquire current SIP from each school & other system-level plans;**

- **Identify the non-academic & academic data;**

- **Decide if data are adequate;**

- **Disaggregate data by NCLB subgroups;**

- **Identify accountability subgroups;**

- **Analyze data--strengths & needs;**

- **Prioritize & list needs.**

MATRIX for IDENTIFICATION OF NEEDS or GOALS
from CURRENT PLANS

Consolidated Plan Need or Goals [Identification from Current Plans]	School Board 5 Yr. Strategic Plan 1999	Tech. Plan 2002	Safe Schools Plan 2002	Extended Contract Plan	Elem. TSIP #1	Elem. TSIP #2	Elem. TSIP #3	M.S. TSIP #1	H.S. TSIP #1
Reading & Language Arts 5th, 6th, & 7th grades									
Writing 5th, 6th, 7th, & 8th									
Math Problem Solving (Pre-K-8th)									
Student Attendance									
Graduation Rate									
Students' Technology Skills									
Technology Based Instruction									
Volunteer Tutors									

MATRIX for IDENTIFICATION OF NEEDS or GOALS
From CURRENT SCHOOL PLANS

Consolidated Plan Need or Goals School: _____ **Reading**	Pre-K (by class; by sub-groups)	K (by class; by sub-groups)	1st (by class; by sub-groups)	2nd (by class; by sub-groups)	3rd (by class; by sub-groups)	4th (by class; by sub-groups)	5th (by class; by sub-groups)	Grant Plans	
Alphabetic Principle									
Concepts of Print									
Conventions of Reading									
Conventions of Writing									
Letter Formation									
Oral Language Devmt									
Orthographic Knowledge									
Phonological Awareness									
Purpose of Writing									
Sight Wd.Recog & Decoding									
Sound-to-Symbol Corresp.									
Text Comprehension									
Visual Letter Recognition									
[*Framework for Early Literacy Instruction]									
Use context clues									
Draw inferences									
Identify main ideas									
Identify Cause & Effect									
Interpret Figures of Speech									
Author's Point of View									

Non-Academic Data:

- **Student Demographics**

- **Educator Demographics**

- **School Demographics**

- **Community Demographics**

Academic Data:

- **TCAP grades 3-8**
- **TCAP-Alternative**
- **TVAAS**
- **Writing Assessments**
- **End of Course Assessments**
- **Gateway Tests**
- **SAT/ACT**
- **Local District PreK-2 Assessments**
- **District-required Assessments**
- **Any Additional Assessments**

Data presented according to the Required Student Subgroups, when applicable:

- **Race or ethnicity**
  - White
  - Hispanic
  - Black
  - Native American
  - Asian/Pacific Islander

- **SES (Socio-Economic Status)**

- **Special Education**

- **LEP (Limited English Proficiency)**

Data could also be disaggregated by two additional student subgroups, if applicable:

- **Homeless and**

- **Migrant**

System Needs

Non-Academic Needs

Academic Needs

★ **Proficient & Advanced in Reading**

★ **#s of Special Ed students proficient in Reading**

★ **Students scoring > 19 on ACT**

★ **#s of 5th grade students proficient in Writing**

System Needs

Non-Academic Needs

Priorities

1. Attendance Rates

2. Graduation Rates

3. Highly Qualified Teachers in MS Math

4. Reduce numbers of students suspended

System Needs

Academic Needs

Priorities

1. Proficient & Advanced in Reading

2. #s of 5th grade students proficient in Writing

3. #s of Special Ed students proficient in Reading

4. Students scoring > 19 on ACT

What are your Priorities?

Identifying Priorities Can Lead to Meaningful Change

- **If we then are strategic in focusing all available federal resources on common goals & priorities**

- **If we use our resources efficiently & wisely**

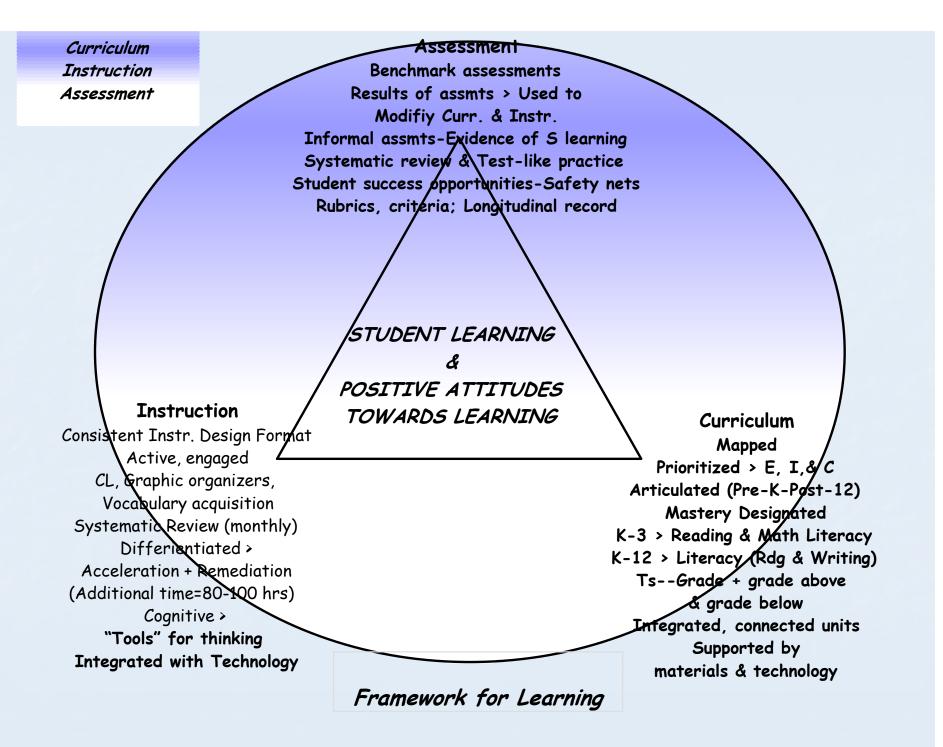# 4. CURRICULUM, INSTRUCTION, ASSESSMENT, ORGANIZATIONAL EFFECTIVENESS

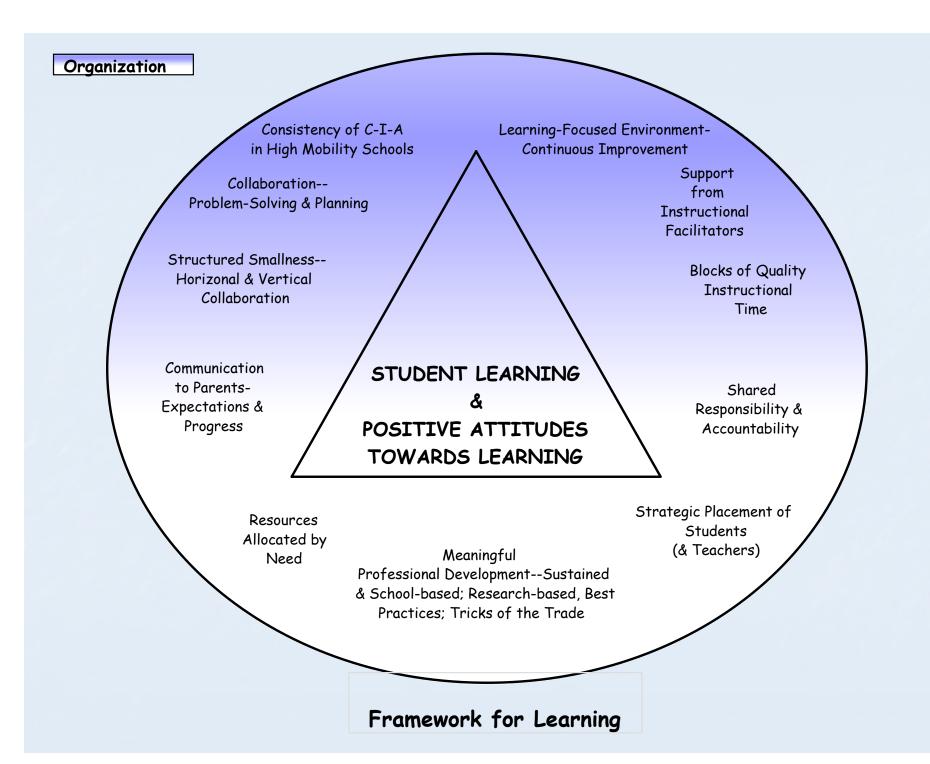**System-level Strengths & Challenges in the four major areas of:**

- ♦ **Curriculum**
- ♦ **Instruction**
- ♦ **Assessment**
- ♦ **Organization**

As a result of our analysis of System Level Curriculum, Instruction, Assessment, and Organization Data,

What are your Important Strengths?

What are your Significant Needs?

Assessment
Benchmark assessments
Results of assmts > Used to
Modifiy Curr. & Instr.
Informal assmts-Evidence of S learning
Systematic review & Test-like practice
Student success opportunities-Safety nets
Rubrics, criteria; Longitudinal record

STUDENT LEARNING
&
POSITIVE ATTITUDES
TOWARDS LEARNING

Instruction
Consistent Instr. Design Format
Active, engaged
CL, Graphic organizers,
Vocabulary acquisition
Systematic Review (monthly)
Differentiated >
Acceleration + Remediation
(Additional time=80-100 hrs)
Cognitive >
"Tools" for thinking
Integrated with Technology

Curriculum
Mapped
Prioritized > E, I,& C
Articulated (Pre-K-Post-12)
Mastery Designated
K-3 > Reading & Math Literacy
K-12 > Literacy (Rdg & Writing)
Ts--Grade + grade above
& grade below
Integrated, connected units
Supported by
materials & technology

Framework for Learning

Consistency of C-I-A
in High Mobility Schools

Learning-Focused Environment-
Continuous Improvement

Collaboration--
Problem-Solving & Planning

Support
from
Instructional
Facilitators

Structured Smallness--
Horizonal & Vertical
Collaboration

Blocks of Quality
Instructional
Time

Communication
to Parents-
Expectations &
Progress

**STUDENT LEARNING
&
POSITIVE ATTITUDES
TOWARDS LEARNING**

Shared
Responsibility &
Accountability

Resources
Allocated by
Need

Strategic Placement of
Students
(& Teachers)

Meaningful
Professional Development--Sustained
& School-based; Research-based, Best
Practices; Tricks of the Trade

Framework for Learning

Moving Toward Action

Optional, but important step—

Understanding problems is critical to solving them effectively

Understanding our Priorities in terms of "Root" or "Contributing" Causes

Everyone has his/her own perspective to share

4a. CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

Insight into important barriers & obstacles we must overcome

AND

important opportunities & current strengths we must capitalize on to help our students succeed.

Worksheet #20

Team 1	**page 2**	**Curriculum**
Team 2	**pages 4 & 5**	**Instruction**
Team 3	**pages 6 & 7**	**Assessment**
Team 4	**pages 8 & 9**	**Organization**
	(Through Leadership)	
Team 5	**pages 10 & 11**	
	(Through Communication)	
Team 6	**pages 12 & 13**	
	(Through Accountability)	

If our High Priority Need is

to increase academic performance in 5th Grade Math--

What could be some possible causes?

(Identify 2-3 from your assigned section)

Enjoy the Discussion!

We will share these causes

Math Achievement of Special Education Students

(Could be generated from Special Education Teachers, Regular Education Teachers, Parents of Special Education Students, Others?)
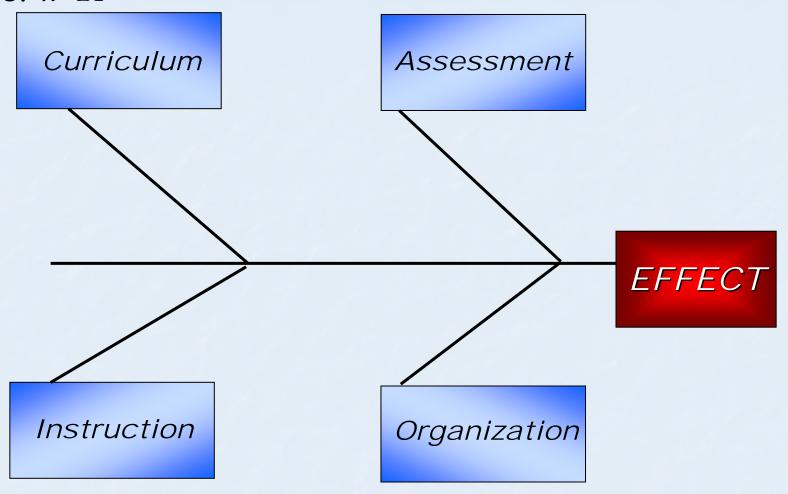
Example for 4a. Root Causes:
Curriculum—*classroom & special education teachers do not have access to or do not consistently use locally developed grade level curriculum guides*

Instruction—*lack of appropriate materials (or use of the available appropriate materials), manipulatives, limited use of technology to support learning*

Assessment—*limited use of informal assessments at PreK-2nd [3rd graders lack basic knowledge & skills as shown on TCAP]; No benchmark assessments to pace students' progress*
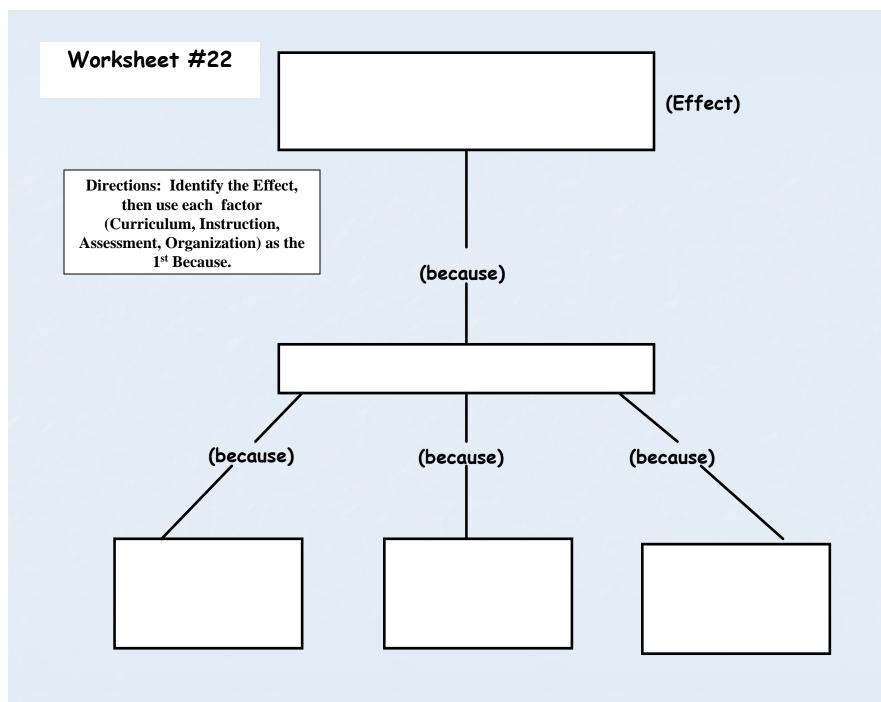
Organization—*lack of planning time with paraprofessionals and grade level teachers; no effective communication structure in place; teachers reluctant to use available technology; many interruptions to the schedule*

Worksheet # 21

Curriculum

Assessment

EFFECT

Instruction

Organization

Cause-Effect (Fishbone Graphic Organizer)

Worksheet # 21

Curriculum

Assessment

Your Priority

EFFECT

Instruction

Organization

Identify Your Priority & Several Most Significant Possible Causes for each Category (From Component 4)

Worksheet #22

(Effect)

Directions: Identify the Effect, then use each factor (Curriculum, Instruction, Assessment, Organization) as the 1st Because.

(because)

(because)   (because)   (because)

Volunteer School District

THE EFFECT IS

**Academic performance of High School BOYS
is less than that of High School GIRLS**

Data Sources & Major Findings:

From SREB Survey of our High School Students

	Girls	**Boys**
Important to continue their education beyond high school		
Yes	84%	67%
Useful to do well in school to achieve life's goals		
Yes	70%	57%
Often tried to do my best work		
Yes	67%	41%

From Drop Out Rates   (Numbers)

	Girls	Boys	
	31	53	**(Minority Numbers Higher)**

Data Sources & Major Findings (continued):

	Girls	Boys
From Numbers of High School Students Receiving Ds or Fs on 9 wks report cards--Confirm National Trend of more Girls graduating as Valedictorians & members of National Honor Society		
	303	412
From Standardized Test Scores		
Scored Below Basic on Reading	20%	31%
Scored as Proficient Readers (12th)	44%	28%

From Enrollment Figures
   Percentage of Students taking College-Prep or higher courses

From Elementary Grade Referrals for Spec. Education testing
       4 Xs more boys than girls

From Elementary Grade Behavior Referrals--Significantly Higher for Boys
National trend—for every 100 men receiving B.S. degrees, 133 women receive them

THE EFFECT IS
Academic performance of High School BOYS is less
than that of High School GIRLS

Because
INSTRUCTION

Because
Boys At lower elementary grades fall behind in reading and do not take
advantage of opportunities for remedial help
Lack of transportation limits participation in summer school

Because
Many Elementary, Middle School, & High School teachers are not trained in
teaching reading to non-readers

Because
Male students are perceived as behavior problems and spend time in ISS or
allowed to disengage from learning

Because
Male students are perceived as behavior problems and scheduled for
special education testing

Because
????

4b. IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

"WHAT WORKS"

If it isn't broke, don't fix it!

"WHAT ISN'T WORKING"

Insanity is continuing to do the same
thing over & over and
expecting different results
--Albert Einstein

4b. IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

Is (Accelerated Reader)

effective in increasing student

achievement & motivation to learn?

Math Achievement of Special Education Students

4b. Currently Working:
- **Tutoring is offered, but limited involvement**
        >> Need to revise and evaluate

- **Inclusion is our structure, but many teachers are not comfortable with it. Many are not using differentiated instructional strategies to meet students' needs.**
        >> Need more professional development and sharing of best practices and strategies that work

- **Some technology is providing support.**
        >> Need to expand so others can benefit

4c. New Actions: [See Action Plan.]

4c. IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE

Educators are constantly searching for a better, more effective & efficient way to meet the needs of students.

From the school reform & improvement literature are effective strategies that work. These recommendations & strategies may have some answers for Tennessee systems & schools.

Worksheet #24

			Organization
Team(s)	1	page 17-20	*(Through Accountability)*
Team(s)	2	pages 14-16	*(Communication-Technology)*
Team(s)	3	pages 10-13	*(Leadership - Government)*
Team(s)	4	pages 8 & 9	*(Beliefs-Climate & Culture)*
Team(s)	5	pages 3-5	**Instruction**
Team(s)	6	pages 1 &2, 6 & 7	**Curriculum & Assessment**

Identify & Share 2-3 Potential New Actions

Worksheet #25

Brainstorming Actions
for Priority Needs

Worksheet #26

Internet Resources

Add >>
http://w-w-c.org/
> **What Works Clearinghouse**

http://www.promisingpractices.net/
> **Promising Practices Network**

5. DEVELOP ACTION PLANS

Priority Addressed:

Goal:

Action Steps (From 4, 4a, 4b, & 4c)
　　Timeline
　　Person(s) Responsible
　　Resources Required
　　Funding Source

Professional Development Steps or Strategies to Support Action Steps (if applicable): (From 4, 4a, 4b, & 4c)

Parent & Community Member Involvement Strategies

Action Plans

★ A means for supporting individual schools' plans--identifying resources & funding to carry out their plans-- providing the infrastructure

★ A coordinated plan allocating *all* Federal Program resources to prioritized student needs—*additional funding sources* are identified on the plan.

No Child
LEFT BEHIND

ACTION PLANS are "individualized" to District Needs

Plans from this district--
- **Many High Priority Needs**
- **Minimal Capacity**
- **Limited Improvement**

Would be different from this district--
- **Few Priority Needs**
- **High Capacity**
- **Recent, Sustained Improvement**

Lessons Learned about ACTION PLANS
                              M. Schmoker, 2004

Plans should—

    1. Focus on a small number of goals;

    2. Deal with the central work of schools - effective instruction & in areas where assessment data indicate students are struggling;

    3. Only include actions shown to have a direct & proven impact on outcomes;

    4. Avoid actions advocated for personal & political reasons

Lessons Learned about ACTION PLANS
                        M. Schmoker, 2004

Plans should--

-**Incorporate KISS**

   Avoid Overload, Fragmented & Disjointed Efforts

   Complicated implementation plans are a burden themselves - Frustration results from trying to follow a plan that outstrips educators' capacity

   <10% of what is planned actually gets implemented

Lessons Learned about ACTION PLANS
M. Schmoker, 2004

Plans should—
• **Produce a stream of short-term wins**
   "Visible, tangible results"
   "The magic of momentum"
   "Win small, early, & often"

• **Include opportunities for teams of practitioners to implement, assess, & adjust instruction as it happens**
   To have ongoing opportunities to adjust actions to meet students' needs—no way to anticipate in advance

Our Math ACTION PLANS

Coherent?

Realistic, Doable?

Focused on Priorities?

Incorporate Promising Practices from Curriculum, Instruction, Assessment, & Organization?

Include effective Professional Development activities linked to our priority and supportive of professional learning communities?

Identify meaningful partnership activities for parent & community members focused on our priority?

Reference # 28

Resource Allocation: Targeting Funding for Maximum Impact

Reference # 29

Considerations Before Deciding on Actions

Identifying actions that "fit" with current efforts and are within our capacity to implement successfully

Reference # 29

Identify a past major initiative or program—that floundered, sputtered, died—determine which of the "Considerations" should have been given additional thought, planning, and/or preparation.

Reference # 30 and 31
Effective Professional Development

Professional Development
Provided by TN Department of
Education

Migrant Education Conference
Email: migranted@blomand.net

"A Framework for Understanding
Poverty"
Training - January & April, 2004

Reference # 32

Toward a Comprehensive Approach to Teacher Quality

Reference # 33

Eight Things Employers Can Do to Encourage Involvement

Reference # 34

Building Partnerships with Parents

Discuss, Decide,

Identify Steps "To Do"

To

Accomplish your

Consolidated Planning

Tasks

No Child Left Behind